

# 2017 Annual Report *to the* School Community



**KOLBE CATHOLIC COLLEGE, GREENVALE LAKES**

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## Minimum Standards Attestation

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I, Nicholas Scully, attest that Kolbe Catholic College Greenvale Lakes is compliant with:

- All of the requirements for the minimum standards and other requirements for the registration of schools as specified in the Education and Training Reform Act 2006 (Vic) and the Education and Training Reform Regulations 2007 (Vic), except where the school has been granted an exemption from any of these requirements by the VRQA
- Australian Government accountability requirements related to the 2017 school year under the Australian Education Act 2013 (Cth) and the Australian Education Regulations 2013 (Cth)

11 May 2018

# *Our College Vision*

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## ***Purpose Statement***

Kolbe Catholic College is an integral part of the local and universal Church, a community of people sharing a common belief in the Gospel with its life centred on Jesus Christ.

As a Catholic school Kolbe Catholic College seeks to educate the whole person, and integrate Faith with the culture and life of a developing young person in Australian society. Priority is given to fostering each person's best expression of self. Particular attention is given to the holistic view of a contemporary curriculum, with an emphasis on teaching vital skills such as literacy, numeracy and social co-operation, whilst integrating knowledge, skills and values across all learning areas.

The College community is inspired by the legacy of St Maximilian Kolbe – a story of heroism, courage and self-sacrifice; a beacon of hope for the future. Kolbe's life and death inspires us to follow Jesus as he did; his faith, his commitment to those in need no matter what it would cost him and his passionate concern for excellence in living his faith.

The Kolbe Catholic College community recognises the primary right and duty of parents to be educators of their children. It therefore accepts the role of co-educators leading young people along the path of maturity to be responsible and responsive within Church and society.

St Maximilian Kolbe was a man of our time, whose inspiration lives on in the modernity of Church and society. Thus, we strive to create a joyous environment with faith, courage and compassion, where all who learn, and all who teach, can expand their minds and hearts in striving toward academic and personal excellence.

## College Overview

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Kolbe Catholic College Greenvale Lakes is a Catholic Co-educational Secondary College serving the families for the Archdiocese of Melbourne, the northern region of the CEOM, the local parishes, the local community and the City of Hume. As a college community we are committed to building strength of character within our children; encouraging them to become resilient, compassionate, principled, responsible, caring members of the community. These values and qualities are built over time, through experience and with careful guidance and modeling.

The College was officially established by the Archdiocese in late 2006. The Priority Catholic Parishes and primary schools linked with Kolbe are Our Lady's Parish Craigieburn/Roxburgh Park, Good Shepherd Parish Gladstone Park/Greenvale and Holy Child Parish Meadow Heights/Dallas.

Kolbe welcomed our first group of students to Year 7 in January 2008 at a temporary site - Windrock Avenue Craigieburn – that was the 'future site' of Mother Teresa Catholic Primary School for 2009. The College moved to the permanent site at Lysterfield Drive Greenvale Lakes in February 2009, with 252 students in Years 7 and 8 and 28 staff. The current Year 7 – 12 enrolment is 929 students. *Our fifth group of Year 12 students graduated from the College at the end of 2017.*

The College is named after St Maximilian Kolbe. His legacy is a story of heroism, courage and self-sacrifice; a beacon of hope for the future. St Maximilian Kolbe's Feast Day is 14th August - the day he died at the Auschwitz Concentration Camp in 1941, at the age of 47 - having offered his life in substitution for the life of a fellow prisoner who had been condemned to death. The College motto - Faith, Courage, Compassion - encompasses the legacy of St Maximilian Kolbe and a vision to provide students with every opportunity to make the most of what life has to offer, to strive to be their very best and be inspired to serve others.

Kolbe Catholic College strives to make every effort to meet the needs of individual students. The Kolbe community aims to be an outstanding and engaged community of learning characterised by the following values:

- The Catholic School as a faith filled community where curriculum and pedagogy centers around the education of the whole person
- The presence of the Gospel values as an inherent part of the curriculum and all learning programs
- The diversity of each learner in their abilities, interests, learning styles, backgrounds and aspirations
- Strong learning relationships where teachers, students and families are co-learners and engage in active communication and collaboration
- Learner engagement, learner connectedness and pride, learner leadership and ownership over learning
- Authentic and meaningful learning experiences that enable learners to break pre existing boundaries and further their discovery of self
- Stimulating learning environments that are learner centered, contemporary, flexible, safe, inclusive, supportive, challenging and enable student pathways
- The purposeful integration of digital technologies as a tool to personalise and extend learning
- The role of the local and global community as partners in the learning process and contributors to interfaith dialogue
- A collaborative learning culture that is inclusive and cherishes the input, knowledge and expertise of each individual

# Principal's Report

The college community is inspired by the legacy of St Maximilian Kolbe – a story of heroism, courage and self-sacrifice; a beacon of hope for the future.

God works through ordinary women and men who serve God in the everyday areas of life. God often speaks silently through people who not long before were ready to give up. There are more miracles wrought where our humanity meet's God's grace than this world dreams of.

**The fruit of silence is prayer,  
The fruit of prayer is faith,  
The fruit of faith is love,  
The fruit of love is service,  
The fruit of service is peace.**

*(St Teresa of Kolkata)*

## ***The Journey Continues***

The College review process in 2014/2015 led to the development of a 2016 - 2019 School Improvement Plan. The goals for the next four years outlined below:

- ***Education in Faith:*** As a Catholic school within the legacy of St Maximilian Kolbe we seek as a faith community, meaningful, relevant engagement of all (students, parents and staff) in their spiritual journey.
- ***Learning and Teaching:*** To foster independent, collaborative, confident and resilient life-long learners who thrive on challenge and contribute to our community of learning.
- ***Student Wellbeing:*** To develop student engagement and connectedness to Kolbe Catholic College arising out of positive relationships, being valued and feelings of pride.
- ***School Community:*** To continue to build and promote a college culture that fosters appropriate, authentic and supportive partnerships between students, families, staff, the local and wider community
- ***Leadership and Management:*** To provide a professional and collaborative culture of supportive leadership that nurtures and engages all staff.

## ***Enrolment and Future Projections***

2017	922
2018	929
2019	970

## ***Building Program 2016 - 2017***

- Construction of a College Chapel, to seat 250 people
- Construction of Food Technology rooms and College canteen
- Relocation and design of Construction of Maintenance facilities
- Design of a new Middle school building general purpose learning areas for Years 8 – 10
- Relocate and upgrading an original modular for general classroom and office spaces

## ***Appreciation***

For all that has been achieved in 2017, I convey my thanks and appreciation to the dedicated and professional Kolbe staff. Our gratitude and ongoing friendship are extended to those who continually offer unheralded support to myself and to the staff, students and families of the College, namely, the *Delegated Canonical Administrators*: Sr. Beth Calthorpe, Mr Tony Tuohey, Mr Adrian Klep, Mr Jarrod Coysh; *Chaplain/Board member*: Fr Varghese Kurisingal; other *Clergy*: Fr Francis Denton (Our Lady's Parish), Fr Maher Gurses (Our Lady Guardian of the Plants) and Fr Anh Nguyen (Good Shepherd Parish); the *parent representatives on the College Board*: Mrs Deb Quirk, Mr Peter Rassool; the members of the *College Leadership Team*, Mr Jim Flynn (Business Manager), Dr Napoleon Rodezno (Deputy Principal), Mr Dane Calleja (Assistant Principal), Ms Allison Stott (Assistant Principal).

## ***Farewell – Mr Anthony Kirley, Principal***

We acknowledge the tireless efforts of Mr Anthony Kirley, founding Principal who has contributed to the growth and development of the College.

# Education in Faith

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## Goals & Intended Outcomes

- To lead all members of our faith community into an encounter with Jesus Christ, our Lord
- Our responsibility has been to build upon the faith community we currently have, in the Catholic tradition, and to create a culture at Kolbe defined by a firm belief in the legacy of St Maximilian Kolbe
- As a Catholic school, we seek meaningful, relevant engagement of all stakeholders in their spiritual journey
- To practice and model the Catholic, Christian values that are taught in the school
- To develop a loving relationship with God and each other that is celebrated through Eucharist and prayer
- To reach out in service to the school family, the parish and local communities
- To continue to develop critical thinking in our student cohort, in order to underpin post critical belief style
- Enter into inter-faith dialogue with other faiths
- To continue to find ways to recontextualise Christianity so that Faith and Life are connected in inspiring and meaningful ways the midst of plurality
- Promote faith across all areas of the curriculum
- Continue the process of Fire Carrier project to link our College with Indigenous education

## Achievements

- Celebration of the College Feast Day and Church Feast days and celebrations through Liturgy, activities, curriculum and prayer
- Students leading various liturgies – formation of a student-led Liturgy Group
- Year level Reflection Days
- House Patron Feast Days with a liturgical component linking the House values
- Student participation in Community Service and Social Justice activities at Years 10 and 11
- Ongoing support for House Charities: House-based social justice initiatives
- In addition to supporting Caritas and Loi Ha Parish, Vietnam in 2016, community service and outreach has extended to supporting the Missionaries of Charity in Fitzroy, the Melbourne arm of St Teresa of Kolkata's charity soup kitchen. We have also supported the Edmund Rice Refugee Children Tutoring Program at Sunshine Harvester Primary School.

## Value Added

- Evidence of a strong Catholic identity celebrating our faith tradition.
- We sincerely thank our College Chaplain, Father Varghese Kurisingal, for his readiness to support our faith events at the College. In addition, I wish to also thank Reverend Father Maher Gorges and Father Francis Denton who have also availed themselves at various Masses and Retreats over the past year. Their willingness to lead prayer, sacraments and liturgy at Kolbe has ensured that our students and staff continue to live out the Gospel values and are fully connected with their own spirituality and faith and truly know what it means to be a member of a Catholic school in the 21<sup>st</sup> century.
- Students who attended the community service and volunteer opportunities came away from these experiences enriched, with a real sense of 'the other', compassion and grateful for what they truly had in life.
- The three core values of a Fire Carrier are – Spirituality, Cultural Recognition and Awareness and Practical Reconciliation and Justice. In conjunction with this, a large contingent of students and staff attended The Long Walk at the MCG in May to celebrate Reconciliation Week.
- Development of inter-faith dialogue opportunities
- Spirituality was explored through prayer and reflective practice at every opportunity including assemblies, Pastoral Care gatherings, House groups classes and information sessions
- Staff members participating in community action/service

# Learning & Teaching

## Goals & Intended Outcomes

With the development of a contemporary curriculum for a modern world at Kolbe Catholic College, the content, pedagogical approaches and learning strategies/intended outcomes aim to establish Kolbe Catholic College as an engaged learning community and:

- Foster an authentic and meaningful learning culture among students
- Provide a broad, differentiated and integrated approach to learning that enables students to be confident and self-directed learners, pursuing pathways of choice
- Value females and males equally and respond to their needs equitably
- Integrate the use of a range of technology to enable students to be skilled and creative technicians, facilitating success in the digital age and contemporary society
- Create a school environment which responds creatively to the cultural and linguistic diversity within Australian society and includes appropriate support in relation to the contemporary literacies (Literacy, Numeracy and ICT), EAL and individual student needs
- Affirm students as persons of dignity and worth through an acknowledgment of their gifts and talents
- Support and celebrate the unique nature and learner progression of each individual, ensuring learning is wholistic within the Kolbe Catholic College context.

## Achievements

- Continued implementation of the 5 Ls of Learning as a vehicle to ensure key elements from the College Learning and Teaching Charter, the school improvement targets and current values/philosophies are embedded into all areas of culture and practice
- Audit, review and renovation of the existing curriculum as a response to the narrative from the College Targeted Testing and Assessment Program and research related to best practice associated with the 5 Ls of Learning, particularly the Literacies for the World
- Use of data and research to review learner resources and subject tools to enhance student learning and complement the 1:1 ICT Device Framework
- Expansion of formal learning support programs and acceleration opportunities for students across Years 7-12
- Update to structures in place for Parent Teacher Student Conferences to support pathways planning and student ownership of learning
- Expansion of the College Targeted Testing and Assessment Program to support the implementation of incremental testing to monitor student progress and track growth
- Continuation and introduction of Learning Projects: Targeted Testing and Assessment Program, Research and Innovation (Literacy, Assessment and Reporting, ICT For Learning, Acceleration/Learning Enrichment), Differentiation and Data Informed Practice, EAL, the Refugee Support Program etc.
- Continued participation in the CEM Collaborative Impact Program (Visible Learning) to assist with the integration of the 5 Ls of Learning and Visible Learning Strands across Years 7-12
- Continued implementation of a process for coaching, mentoring and reflection focused on embedding the 5 Ls of Learning and Visible Learning Strands into learning design and practice
- Implementation of the first stage of a Staff Professional Learning Plan associated with the 5 Ls of Learning and Visible Learning best practice
- The operation and expansion of College Think Tanks that aim to research and implement fresh and innovative approaches to learning and teaching
- Introduction of Learning Enhancement Teachers to expand specialist programs associated with Literacy, Numeracy and EAL
- Expansion of the College Homework Club to incorporate specialist areas of support for student learning
- Continued expansion of the 'Senior Years Program' with inclusion of greater opportunities in relation to VET, VCAL, School Based Apprenticeships and VCE
- Extension in the range of Year 9 and 10 elective offerings available
- Construction of new learning environments to support research on best practice and respond to projected student pathways
- Renovation of the following curriculum programs to further enhance student pathways: VCAL, Access 10, Inquiring Minds Program (IMP), Learning Enhancement Activity Day (LEAD), Year 10 Mathematics, Year 10 Health and Physical Education



- Further customisation of the Curriculum Module within the College Learning Management System to facilitate the use of data for differentiation, student reports, curriculum delivery, learning design and learner communication
- Expansion of the College Co-Curricular Program to support student pathways
- Reporting & Assessment - All planning, assessment and reporting documentation is reflective of current ACARA, CEM and VCAA frameworks.

### ***Student Learning Outcomes***

The key findings from the 2017 NAPLAN Data appear below:

- The data related to relative growth and school comparison show that the expected level of student growth was evident for most categories tested
- The areas where the most Year 7 students were above the National Minimum Standard were Spelling and Grammar and Punctuation
- The areas where the most Year 9 students were above the National Minimum Standard were Spelling and Numeracy
- The results for Year 7 2017 show that approximately 95% of students were at or above the National Minimum Standard in Literacy related areas
- The results for Year 7 2017 show that approximately 98% of students were at or above the National Minimum Standard in Numeracy related areas
- The results for Year 9 2017 show that approximately 83% of students were at or above the National Minimum Standard in Literacy related areas
- The results for Year 9 2017 show that approximately 98% of students were at or above the National Minimum Standard in Numeracy related areas.

### ***Post School Destinations***

Tertiary Study	43.0%
TAFE / VET	26.0%
Apprenticeship / Traineeship	10.0%
Deferred	7.0%
Employment	14.0%

# Student Wellbeing

The College remains committed to holistic education through effective learning and teaching across five key areas of student growth; the Emotional, Spiritual, Social, Academic and Physical spheres of student development. At the centre of our commitment to the education of the whole person, there continues to exist an emphasis on Student Wellbeing. Our Student Wellbeing strategies are supported by strong policies and processes which aim to enhance the experience of learning positively, promoting the value that each member of the school community has the right to learn, and the responsibility to enhance the learning others. With this consideration, we continue to build an environment which is safe, welcoming and enhances learning; respects the individuality and particular needs of each person; recognises that growth requires an opportunity to make free choices and to experience the consequences of these choices; recognises that making mistakes and taking risks is integral to growth, to learning and self-discipline; fosters the wellbeing of all students and staff; ensures that rules and sanctions are just, reasonable and enhance growth; uses restorative practices as the means for prevention of, and intervention in, the management of behaviours in social interactions of students and others in the extended College community. These underpinning objectives assist the implementation of Student Wellbeing strategies.

## **Goals and Intended Outcomes**

To continue to be a Catholic Community that:

- Promotes student voice, and is guided by the needs and aspirations of students
- Is welcoming and supportive of all, where differences are positively recognised and celebrated
- Helps each member realise his or her own self-worth and potential in an atmosphere where each person is valued
- Teaches acceptance of responsibility for personal actions
- Implements the restorative practices framework on a formal basis throughout the college
- Consolidates the vertical house system for pastoral care and sense of community
- Implements effective transition programs/strategies for all students across their personal journeys and rites of passage
- Provides opportunities for student leadership
- Is committed in implementing student wellbeing strategies/programs for all

## **Achievements**

The College has met targets to achieve the following:

- Education focusing on Holistic Personal Development through the Pastoral Care Program, developing a tailored program that embeds the SenseAbility Suite (Beyond Blue) and targets emotional development
- Ongoing implementation of the Vertical House system
- Activities on College Feast Day and 10 Year College Celebrations
- Liturgies
- Wellbeing Days for Years 7, 8 and 10
- Peer Support for Year 7 with Year 10 leaders
- Implementation of Year 9 Leaders, and College Ambassadors at the end of 2017 for the 2018 school year
- Excursions
- Continued access to trained psychologists for counseling
- Increased liaison with external agencies for welfare support
- Implementation of targeted programs to enhance prevention and intervention
- Inter-House carnivals
- Annual Presentation Night
- Parent support group meetings for students with special learning needs
- Strategic support for Non-English Speaking Background (NESB) families
- Specific support for new arrival families (Refugee Status)
- Specific work with Foundation House and Hume Youth Services
- Professional development for staff focusing on interactions with students and behaviour management
- Liaising with Headspace, Royal Children's Hospital and other support agencies for external support

**Non attendance**

To address non-attendance, the College provides the following strategies:

- Parents are notified by SMS of any absences that have not been notified to the school office
- Parents are contacted by the Learning Advisor (Homeroom teacher) in the case of extended absences which exceed three days
- Attendance requirements apply for satisfactory completion of subjects, especially for VCE
- Truancy or long-term absenteeism is addressed with the support of families or relevant authorities/welfare agencies in a case management approach. Such approach includes the setting up of short-term and long-term goals to improve attendance
- Engagement of Distance Education in two cases where truancy was the outcome of mental health matters

**Value Added:**

The following achievements are noted:

- Continued sense of belonging, engagement, safety and security through the Vertical House system
- Curriculum choices for Year 10 – 12 include reach academic options, applied learning and extension pathways
- Satisfaction with the transition process for Year 11 and 12 in 2017 with all students achieving their pathways goals. This means that all students gained employment or enrolled in a desired tertiary course
- Continue to explore to further understand the impact of key issues in society that affect the wellbeing of young people, e.g., ICT use and misuse (cyber-bullying); exclusion; discrimination; mental illnesses, and establish response programs to address the concerns
- Extensive wellbeing programs through Pastoral Care that target prevention and promotion of Mental Health such as SenseAbility Suite, and our values and mission goals
- Sustainability curriculum aimed at practical approaches to care for the environment through action and experience

**Student Satisfaction**

The following strategies were implemented to promote Student Satisfaction:

- Points for the House system and awarding of the Calthorpe Shield
- Development of relationships amongst students across year levels through the house system
- Focus programs at years 7 – 9; electives in Year 9 – 10; guided pathways at years 11 – 12
- Choosing subjects for Year 11 - 12 2018 VCE and VCAL in a nurtured and manner
- Seeing the school continue to grow and develop
- Teacher commitment and care shown
- Awards for academic progress and achievement
- Whole school assemblies with special themes e.g. ANZAC Day
- Celebrations, e.g., house patron feast days, footy jumper day, etc.
- Increased attendance during pastoral care sessions in the mornings
- Greater number of students applying for leadership roles
- Greater involvement of students in extra-curricular activities

# ***Child Safe Standards***

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## ***Goals and Intended Outcomes***

- The College has continued to be vigilant in meeting the legal and moral requirements of the Child Safe Standards throughout 2017. Effecting a proactive child safe culture is paramount to learning and teaching at Kolbe Catholic College
- The College endeavours to appropriately address matters of Child Safety from within and without the College, engaging with outside organisations where necessary
- Policies and Procedures continue to include and to further embed Child Safe practices
- Stakeholders, including parents and students, have varied access to information regarding Child Safe practices and the language of Child Safety is common parlance around the College

## ***Achievements***

- Electronic Sign-in/out practices have enabled greater control over signatories of the Child Safe Code of Conduct by all visitors to the College, including the collection of WWC where appropriate. Visitors are now obliged to wear a visitor pass with a photo to alert staff to their presence
- Induction of new staff continues to focus requirements under Child Safety ensuring that lines of communication and reporting are clear
- Pre-service teachers and volunteers are also actively inducted into Child Safety requirements both at the commencement of their service and periodically in their first year
- All staff engaged in professional learning throughout 2017 regarding Child Safety including in-house learning and the Mandatory Reporting e-modules provided by the state government. College based professional learning outlined staff legal obligations but also indicators of Child Safe issues and how to best respond to these
- There has been greater response by outside agencies (excursions/camps providers) to both provide Working with Children's Check numbers and to signing our Child Safe Code of Conduct, ensuring Kolbe Catholic College's compliance

# Leadership & Management

Guided by the value and mission to educate our students holistically, the College implemented a number of strategies throughout 2017 to enhance Leadership and Management at Kolbe Catholic College. A key outcome was the review of the College Positions of Leadership, and with this, the design, development and subsequent implementation of a new model which serves to address the growth and change that the College faces. Furthermore, the new POL framework aims to enhance leadership and management amongst staff. In addition, the College introduced a new student leadership framework. Under the new model, students are able to apply for a number of key leadership roles within the school. This process witnessed the emergence of Junior Leaders and College Ambassadors. The new roles support those roles already in existence; the College Captains, Vice-Captains, and House Captains.

## **Goals and Intended Outcomes**

*Underpinned by the Gospel, Kolbe Catholic College continued to promote the good news that:*

- Jesus, the ultimate Great Teacher, gave everyone a chance.
- Jesus spoke the Truth in humility and straightforwardness.
- Jesus taught by example. Example is the most powerful teaching tool of all.

*Thus, Wisdom, understanding and knowledge* – During 2017 we continued to know and walk in the true meaning of these words, so others would see and know the handiwork of God in our lives! Our prayers were for the truth of God’s Word to fill us with faith, courage and compassion as we sought to know the outworking of these words more and more in our lives.

## **Positions of Leadership Framework 2018-2020**

Guided by findings from the previous School Improvement Framework outcomes (2015), and the principles of Faith, Courage and Compassion for all in the community, the College embarked on a review of the previous POL framework. The key areas of review were:

- How effectively did the previous framework address the emerging needs of students in our evolving College?
- What strategic areas needed focus considering the direction that the SIF outcomes required?
- How could a new POL structure voice effective change to address areas of growth within the College?

The review involved consideration from:

- The College Leadership Team
- A staff consultative committee
- Liaison with the College Board and approval from the College Canonical Administrators

The results from the review outlined the need to have additional roles added. These are:

1. Director of Faith and Community (member of LT)
2. Director of Students – Senior Years (member of LT)
3. Director of Students – Junior Years (member of LT)
4. POL 4 – Curriculum Leader: Learning Enhancement
5. POL 3 – Careers and Discovery (adjusted role from previous one)
6. POL 2 – Differentiated Learning

The tenure for all roles is of three years. In addition, a number of Positions of Responsibility were also implemented. These are not part of the POL structure:

1. Literacy Enhancement
2. Numeracy Enhancement

## **5 Ls of Learning: Visible Learning Project 2016 – 2019**

The School Improvement Framework review process in 2015 led to the development of a curriculum foundation at Kolbe known as the ‘5Ls of Learning’, launched in 2016. This framework continued to drive our strategies in 2017.

Many references to the ‘5Ls of Learning’ have continued to be included in newsletters and other documentation around the school and on-line. The 5Ls are regarded by staff and students as an authentic framework which derives from the Kolbe story.

In order to effectively continue the implementation of the '5Ls of Learning' project, in 2016, the College was successful in our application to Catholic Education Melbourne / Dept of Education, to participate in a 3 year curriculum development program entitled '*Collaborative Impact Program – Visible Learning*'.

External facilitators worked with Kolbe Staff to assist with:

- articulating school improvement needs, based on the college's School Improvement Plan
- outlining growth trends over time in students' learning outcomes and the setting of future goals
- developing more initiatives centred around our College theme: # *Making Learning Visible* and future themes
- creating stronger links between student learning and supportive student wellbeing behaviour management strategies
- building and articulating a shared narrative about the contemporary nature of learning
- building a collaborative culture of professional inquiry amongst staff
- maximising our resources, evidenced in the quality of teaching and the effective leadership practices already available within the college

### **Achievements**

- Staff professional learning programs in curriculum, leadership, student wellbeing, Religious Education delivered by external experts in the respective fields, and from within the College
- Professional Learning Teams – Towards Transformation (ICT), Literacy, Numeracy, Emotional Intelligence, MakerSpace.
- Working with Corwin Australian and CEM on the *Collaborative Impact Program*
- Appointment of and induction of 10 new staff members for 2018
- Child Safety Standards - professional learning; policy development; Code of Conduct
- Updated implementation of CareMonkey to assist with student management administration
- Successful outcomes identified through the School Improvement Framework Review
- Planning events and celebrations for acknowledgment of Kolbe's first 10 years 2008 – 2018.

### **Expenditure and teacher participation in professional learning**

#### **Description of PL undertaken in 2017**

- 'Collaborative Impact Program – Visible Learning'
- Integration of technology within the Curriculum
- VCE and VCAL curriculum development
- Professional learning programs for individual staff members
- Leadership Professional Learning
- First Aid Training; Anaphylaxis Training
- Faith and Spirituality
- Professional Learning Teams
- Sponsored Study (CEM Study Sponsorship)

<b>Number of teachers who participated in PL</b>	76
<b>Average expenditure per teacher for PL</b>	\$639.29
<b>Total expenditure for PL</b>	\$48,585.52

### **Teacher satisfaction**

Staff expressed satisfaction in the following areas:

- Catholic culture of the school
- Successful Staff professional learning days
- Support from and responsiveness of colleagues and College Leadership; a sense of community and teamwork
- Professional Learning Teams – participation; presentations; value-adding
- ICT - Improved use of resources
- Continued development of facilities
- Planning for expansion of resources; development of the property and staged building projects
- Student engagement and sense of belonging
- SEQTA – Learning Management System – effective; well-utilised.
- CareMonkey – Assisted with student management

# College Community

In 2017, the College aimed to continue to embrace learning and teaching as a key conduit that links the school setting with its Community. The anticipated growth of the College, as illustrated in the continued addition of students to the community, was a positive experience in 2017. The College Community was supported by the strong commitment to education that illustrates learning as student centred, and which is focused on social interaction and holistic development as voiced in the 5Ls of Learning Framework, our Annual Action Plan and dedicated strategies aiming to make Kolbe the best learning environment it could be. In order to achieve this ideal, the College relied heavily on the support and involvement of the extended Kolbe Catholic College community, where the student, as the centre, is aided and guided through his/her educational journey by his/her family, the dedicated Kolbe staff and the support services available to our extended community. The perspective that “it takes a village to raise a child” is so precise to our story at Kolbe, as we rely on families, Kolbe staff, and processes to enhance learning and nurture growth.

## **Goals & Intended Outcomes**

- Continue to increase student enrolment at the College to reflect anticipated growth rate and student numbers
- Retention of students across all year levels through support of families in need
- Continue the implementation of strategies reflecting the key findings and recommendations (School Community) from the School Improvement Framework in 2014-15. This is voiced in all Annual Action Plans
- Implementation of marketing strategies to enhance community engagement through the hiring of a Marketing Officer and an exploration of methods of communication via social media, etc. Due to the appointment of a new College Principal for the year 2018, this strategy was paused and will come into effect in 2018
- Continue to build and maintain strong connections with the Catholic feeder primary schools through the transition program and primary school visits
- Enhancement of the College’s identity through connections with the local and extended community, particularly with the Chaldean and Assyrian communities
- Continue to increase family involvement and participation in all aspects of school life
- Continue to establish and develop networks and partnerships in the Hume Council area, specially through the Hume City Youth Services and Headspace
- Enhance accessibility to community based groups for families

## **Achievements**

- 10 Year Celebrations for the Community
- Feast Day
- Open Days
- College Tours
- Year Level Information Nights; Curriculum Information Nights; Chaldean and Assyrian Information Nights
- Visits to the Chaldean and Assyrian Churches
- Parent Teacher Interviews – subject interviews Term 1 and 3; student conferences Term 2
- Ongoing discussions with the families of students considered to be at risk of failure
- House Assemblies and Patron Celebrations
- Display Night for Year 8 Inquiring Minds Program; Year 7 Ancient Civilisations program; the integrated unit of work named who killed Harold?
- Visits by Kolbe staff to feeder schools for the Year 6 into Year 7 transition process; back to school visits with Year 7 2017 students
- Continue to build on links established with Priests from the Chaldean and Assyrian communities; visits from Parish Priests to the College
- Participation in forums and meetings in the Hume Council region for Careers information, and Vocational Education and Training options for senior students; Hume City Youth Services and Victoria Police
- Student participation in community service learning programs (tutoring younger students)
- Participation in the RESP program with Foundation House and the Centre for Multicultural Youth
- Increase attendance at transition and pathways events held by tertiary education providers and St Vincent de Paul
- Involvement in the Catholic Teacher Education Consortium program (CTEC) - Student Placement program facilitated in partnership by the College and the Australian Catholic University

- Participation in the Hume 3064 Education Expo
- Additional multicultural aides (staff members) employed to support the adaptation and inclusion of Non-English Speaking Background students; offering translation services when communicating with parents
- Implementation of a Chaplain at the College to assist with student growth

### ***Value Added***

- Calthorpe Shield House Competition
- Parent forums to discuss matters concerning the College community
- Participation in ICAS English and Australian Mathematics Competitions
- Science Talent Search Competition
- Homework Club for students
- College Choir
- Work undertaken by the social justice group
- Student Leadership framework, training days and continued development and increase of leadership roles for students
- Year 7 Transition Camp
- Year 9 LEAD Camp
- Year 7 – 12 Religious Education Reflection Days
- Year 7 – 12 Wellbeing Days
- Year 10 and 11 Community Service
- Year 11 Retreat
- Age Careers Expo
- Feast Day Celebrations
- Kolbe's Got Talent Concert during Feast Day
- Sport Carnivals and SACSSS Competitions
- Year 12 Formal
- Year 10 Social
- Publication of the College Yearbook

### ***Parent Satisfaction***

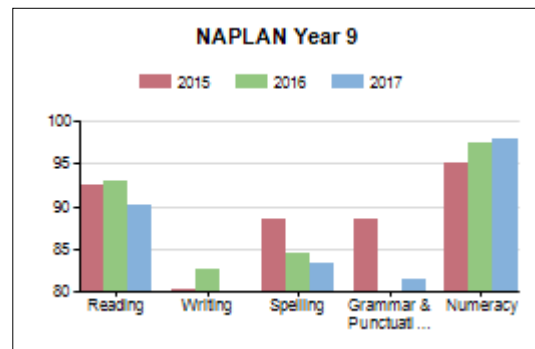
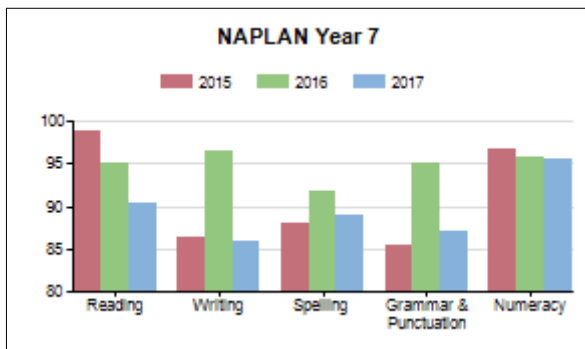
Areas acknowledged through the year included:

- Ongoing review of Annual Action Plans in consultation with the College Board
- Use of the ECSI inventory to ascertain parental engagement and perspectives of our catholic identity.
- Ongoing communication between the College and families
- Responding to the needs of our community, particularly with emerging needs deriving from cultural facets
- Quality of curriculum offered
- Committed, caring professional staff
- Integrated programs at Year 7, Year 8 and Year 9
- The Pathways subject in Year 10
- Access10 Program at Year 10
- Opportunity for students to undertake VCAL at Year 10 (Foundation Program)
- Elective programs at Years 9 and 10
- Diversity of VCE and VCAL subjects in the Senior School Years
- Consistent approach to enforcing school policies
- Parent/teacher/student conferencing at end of Semester One
- Student connectedness to the College
- Sporting opportunities including SACSSS (inter-school) sport
- Responding effectively to transition needs of students for Year 6 into Year 7
- Acknowledgement of our diversity and multiculturalism



## VRQA Compliance Data

PROPORTION OF STUDENTS MEETING THE MINIMUM STANDARDS					
NAPLAN TESTS	2015	2016	2015 - 2016	2017	2016 – 2017
	%	%	Changes	%	Changes
			%		%
YR 07 Grammar & Punctuation	85.5	95.2	9.7	87.2	-8.0
YR 07 Numeracy	96.8	95.9	-0.9	95.6	-0.3
YR 07 Reading	98.8	95.2	-3.6	90.3	-4.9
YR 07 Spelling	88.1	91.8	3.7	89.0	-2.8
YR 07 Writing	86.3	96.6	10.3	86.0	-10.6
YR 09 Grammar & Punctuation	88.6	80.0	-8.6	81.4	1.4
YR 09 Numeracy	95.2	97.5	2.3	98.3	0.5
YR 09 Reading	92.6	93.0	0.4	90.1	-2.9
YR 09 Spelling	88.6	94.5	-4.1	83.4	-1.1
YR 09 Writing	80.4	82.7	2.3	77.8	-4.9



YEARS 9–12 STUDENT RETENTION RATE	
Years 9–12 Student Retention Rate	86.75%

AVERAGE STUDENT ATTENDANCE RATE BY YEAR LEVEL	%
Year 7	89.81
Year 8	90.44
Year 9	88.88
Year 10	87.25
Overall average attendance	89.10

TEACHING STAFF ATTENDANCE RATE	
Teaching Staff Attendance Rate	90.01%

STAFF RETENTION RATE	
Staff Retention Rate	79.73%

TEACHER QUALIFICATIONS	
Doctorate	2.82%
Masters	26.76%
Graduate	57.75%
Certificate Graduate	12.68%
Degree Bachelor	95.77%
Diploma Advanced	5.63%
No Qualifications Listed	0.00%

STAFF COMPOSITION	
Principal Class	5
Teaching Staff (Head Count)	87
FTE Teaching Staff	82.895
Non-Teaching Staff (Head Count)	37
FTE Non-Teaching Staff	35.796
Indigenous Teaching Staff	0

MEDIAN NAPLAN RESULTS FOR YEAR 9	
Year 9 Reading	551.30
Year 9 Writing	546.20
Year 9 Spelling	557.90
Year 9 Grammar & Punctuation	553.60
Year 9 Numeracy	555.10

SENIOR SECONDARY OUTCOMES	
VCE Median Score	26
VCE Completion Rate	99%
VCAL Completion Rate	94%

**Note:**

The School's financial performance information has been provided to the Australian Charities and Not-for-profits Commission (ACNC) and will be available for the community to access from their website at <http://www.acnc.gov.au>

